|  |  |  |
| --- | --- | --- |
| **Author Name: Helen Rubin and Andrea Carroll, Technology Specialist, Voorhees Township School District** | | **Grades: K-8** |
| **Title of Technology Project: Social Networking and Acceptable Use Policies and Elementary Schools** | | |
| **Standard (s):**  8.1.4.C.1  Engage in [online discussions](#ONlineDiscuss) with learners in the United States or from other countries to understand their perspectives on a global problem or issue.  8.1.2.C.1  Engage in a variety of [developmentally appropriate](#DevApprop) learning activities with students in other classes, schools, or countries using electronic tools. | | |
| [**21st Century Themes**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=57&Itemid=120)  **Global Awareness**   * Using 21st century skills to understand and address global issues * Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts | | |
| [**21st Century Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)  **Communication and Collaboration**   * Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) * Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact * Communicate effectively in diverse environments (including multi-lingual) | | |
| **Strand:** | | |
| **Background***:* Schools are grappling with issues where students are capturing video, photos, and audio via cell phones and ipods at school and then posting these captures of other students and/or teachers to social networking sites such as YouTube, Flickr, Google Video, and Myspace while at home. Many of us are striving to update our acceptable use policies as they relate to social networking sites. Please help us edit and modify a working acceptable use policy for social networking that can be shared with other K12 educators.!  *This could be a past discussion, newspaper articles, past lessons in class, information related to the curriculum, TV or Movies, or anything that provides information about the project.* | | |
| **Student Relevance:**  *Students need to learn how to use social networking responsibly both with school projects and at home.*  *Projects have looked at responsibly*  *Students walk through the*  *Good vs. bad social networking web sites*  *The student has to see the point for doing this technology project. How is this relevant to the student’s life?* | | |
| **Instructional Type:**  **Lecture, demostrate**  **Web bases with**  **web resource links**  **web videos**  **sites give students choices good social network site**  *Explain the type of instruction you intend to use. Project or Problem Based Learning. Explain how you will use collaborative learning, differentiated instruction or other methods in this technology project;* | | |
| **Essential Questions:** | **Enduring Understandings:** | |
| **Content and Cumulative Progress Indicators (CPIs)** | | |
|  | | |
| **Content Area: Technology Integration with Curriculum** | **Classroom Applications:** | |
| **Instructional Guidance:**  *To assist in meeting this CPI, students may;* | | |
| **Assessments**  *What methods of assessment do you plan to use to meet the CPI’s? Quizzes, Test, essays, Daily Journals, Portfolios, Content/Task Rubrics, Oral and Technology Presentation, Student Interviews, and Observation Checklist.*  [*http://rubistar.4teachers.org/index.php*](http://rubistar.4teachers.org/index.php) | | |
| **Analysis and Evaluation:** *Identify specific areas of low academic performance and connect the technologies that may help improve student achievement.* | | |
| **Product(s):** *Answers the questions “How will they show what they know?”*  *Describe what the final student technology product may look like. Examples include, but are not limited to, technology final presentations, wiki’s, vodcasts, or other web 2.0 technologies. Is there an intended audience for their technology product?* | | |
| **Materials and Resources:**  *List any materials and resources that will supplement or support this technology project.* | | |
| **Connections to Other Content Areas**:  *Describe the rationale for integrating other content areas into this project?* | | |
| **Implementation Time Frame:**  *Describe how much time you anticipate the technology project will take, and indicate any obstacles or events that might extend or shorten the time allotted. The time element can be difficult, therefore you should always plan for alternative activities or additional class time to complete the activities.* | | |
| **Implementation Plan*:*** The Five E’s *(Describe how you will make your Technology project work in your classroom).* | | |
| 1. ***Engagement:***   **Web bases with**  **web resource links**  **web videos**  **sites give students choices good social network site**  *What is a blog? What is a good and bad blog?*  *blogging – show good blog and bad blog K-3rd*  *4th & 5th project to blog, bullying, green project, and/or current event*  *wiki, skyping*  *(Students first opportunity to encounter the technology project). Describe how you will introduce and engage the students. Guide students to look for connections between past and present learning experiences.* | | |
| 1. ***Exploration:***   *Student’s will view blogging rubrics*  [*http://www.educationworld.com/a\_tech/tech/tech217.shtml*](http://www.educationworld.com/a_tech/tech/tech217.shtml)  [*http://21classes.com/*](http://21classes.com/) *- bad blog*  *Classrooms Examples*  [*http://www.aea1.k12.ia.us/technology/blogging.html#Anchor-Classroom-35882*](http://www.aea1.k12.ia.us/technology/blogging.html#Anchor-Classroom-35882)  *How to Use Blogs in schools*  [*http://www2.scholastic.com/browse/article.jsp?id=3749958*](http://www2.scholastic.com/browse/article.jsp?id=3749958)  [*http://teacher.scholastic.com/scholasticnews/teachers\_guide/SNOnline.BlogRubric3-5.pdf*](http://teacher.scholastic.com/scholasticnews/teachers_guide/SNOnline.BlogRubric3-5.pdf)  [*http://teacher.scholastic.com/scholasticnews/teachers\_guide/SNOnline.BloggingRules.pdf*](http://teacher.scholastic.com/scholasticnews/teachers_guide/SNOnline.BloggingRules.pdf)  [*http://wvde.state.wv.us/pd/elearning/news.php*](http://wvde.state.wv.us/pd/elearning/news.php)  [*http://itc.bl* *http://www.evenfromhere.org/?p=1282ogs.com/thewriteweblog/2004/11/who\_says\_elemen.html*](http://itc.blogs.com/thewriteweblog/2004/11/who_says_elemen.html)  *Kathy Schrock Blogging rubric*  [*http://www.evenfromhere.org/?p=1282*](http://www.evenfromhere.org/?p=1282)  [*http://www.slideshare.net/dannynic/blogging-in-schools-presentation?from=share\_email*](http://www.slideshare.net/dannynic/blogging-in-schools-presentation?from=share_email)  <http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html>  *http://jdorman.wikispaces.com/+Blogs#Blogging in Education-Content Ideas for Blogs*  [*http://www.pbs.org/teachers/learning.now/2006/05/what\_exactly\_is\_a\_blog\_anyway.html*](http://www.pbs.org/teachers/learning.now/2006/05/what_exactly_is_a_blog_anyway.html)  *E-MAIL or blogging etiquette*  *What is your audience?*  *Personal vs professional/appropriate language in a blog*  *Cultural conversation*  *(The student’s opportunity to get directly involved with the technology and the task). Describe how you will provide opportunities for students to investigate technologies on their own and with their peers. Students build relationships, exchange information, and communicate with each other. In this section, teacher should act as a facilitator, guiding student focus, but not providing answers and encouraging creativity.* | | |
| ***3. Explanation***:  Weg blog pages  Student’s can evaluate blog with blog rubrics  *The stage for student’s to understand and explain their rationale for the project and the technology used to support learning.* | | |
| 1. ***Elaboration***   *Cartooning Blogging*  [*http://www3.eboard.com/eboard/servlet/BoardServlet?ACTION=BOARD\_SHOW&SITE\_NAME=sjvhs&BOARD\_NAME=evans&SESSION\_ID=u040igtbf1do9y56627*](http://www3.eboard.com/eboard/servlet/BoardServlet?ACTION=BOARD_SHOW&SITE_NAME=sjvhs&BOARD_NAME=evans&SESSION_ID=u040igtbf1do9y56627)  [*http://www.voki.com/*](http://www.voki.com/)  *The stage for students to expand, make connections to other content areas and experiences, and apply what they have learned. Describe how you will provide the necessary setting for students to apply and extend their learning experiences.* | | |
| ***Evaluation:*** *The stage for students to evaluate their project progress and their understanding as it applies to the original and new activities they have encountered. Explain how you will provide opportunities for students to evaluate/assess their own work. How will you help them determine if they understand the concepts ,skills and knowledge related to the technology project? The evaluation stage is an opportunity for teachers to pose additional essential questions regarding student choices. Examples of evaluation techniques that students can use are, student portfolios, journals, peer and self evaluations, student checklist, and student designed rubrics.*  *Example of Instructional Designs*  [*http://instep.cet.edu/instrucdes.html*](http://instep.cet.edu/instrucdes.html) | | |
| **Partnership/Community Connection:** Do you plan to include local business, Universities, industry professionals, and or government agencies into this technology project? | | |
| **Location of Project/Learning Environment:** Will the project be limited to the classroom, technology lab or will it be in other locations such as library community centers or at the student’s home? | | |
| **Special Documents:**  *Will there be any special documents such as, teacher/student contracts, form or letters to parents, photo permission forms, Internet Acceptable Use Policy forms (AUP), or permission forms to participate in a videoconferencing session or other technology related activities?* | | |
| **Accommodations for Special Needs or unique situations that need to be considered for this Technology Project:**  *List any special situations you may have with students that need additional help or require special attention in order for the student to participate in this technology project.* | | |
| **Safety Accommodations:**  *List the safety consideration that may be necessary for this technology project to take place in or outside of your classroom or the school.* | | |
| **References:**  *List any references you feel important to share with others.* | | |